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ABSTRACT

Five vocational training programs as well as academic coursework are offered on the Northern Cheyenne Reservation by Dull Knife Memorial College. Established and operated by the Northern Cheyenne, and located in Lame Deer, Montana, the college was chartered by a tribal ordinance in 1975. Approximately 75 trainees are currently involved in the vocational courses and the academic students number between 50 to 120. Accreditation is granted through Miles Community college, 110 miles away, and through this school students may earn Associate in Arts or Associate in Applied Science degrees. Certificates are awarded to those completing the vocational programs in agriculture, building trades, heavy equipment and related mechanics, plumbing trades, and welding. Each program seeks to make its students fully employable in its respective trade. Trainees are paid an hourly stipend while they are in training and are usually placed directly in jobs when they graduate or leave the college. The adult education program offers basic courses in reading, math, and language arts, and five other classes are offered in the General Education Development preparatory program. Other classes are offered in various life skills, driver education, blueprint reading, vocational math, teacher certification, and photojournalism. The reestablishment of a CETA Business Occupations program offering secretarial, clerical, and other office related skills is anticipated. This document describes the founding of the school, its special programs, auxiliary services, and staff organization. (DS)

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Dull Knife Memorial College
Equal Access/Equal Opportunity Policy

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This prohibition against discrimination relates to all current and prospective members of the College community spirit and in actuality complies when appropriate with the following regulations.

Title VI of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972

Title IX of the Education Amendments of 1972

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Rhoda Glenmore has been designated as the person responsible for coordinating and carrying out all compliances with the Equal Access/Equal Opportunity Policy. Her office is located at Dull Knife Memorial College and her telephone number is (406) 477-6210-6219. Anyone have questions concerning the application of this policy should contact Rhoda Glenmore, or

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II

DULL KNIFE MEMORIAL COLLEGE

Northern Cheyenne Indian Action Program, Inc.

ESTABLISHED 1975

Lame Deer, MT

BOARD OF DIRECTORS
1975-1978

Project Director

DOREEN POND

LLEVANDO FISHER

TED RISING SUN

BERNADINE FISHER

GABRIEL PARKER

JOSEPH BAHR

RAYMOND SPANG

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"As long as the wind
shall blow
The grass shall grow
and the
water shall flow"

The infinite significance of these old Indian words serves to describe the unconquerable spirit of the Northern Cheyenne people. As the grass must grow, so must the culture and the beliefs of the Northern Cheyenne and education has become the new energy for growth and preservation.

Dull Knife Memorial College is an outstanding example of the combination of blending the old culture with the new life.

The "wind" of change has blown across this country and all too often torn away the "soil" of Indian culture. Here at Northern Cheyenne, Dull Knife Memorial College places it's roots deep in the earth and the solid traditions of the tribe.

The new "grass" of American economic prosperity has too often grown over and around Indian tribes and choked off chances for prosperity. Dull Knife Memorial College is involved in a different approach to preparing students to participate in the economic growth of the community thereby making a contribution to the tribe and honoring the memory of Dull Knife.

The flowing water has too many times been a river of tears for Indian lives wasted, for Indian talents overlooked, for Indian wisdom discarded. Dull Knife Memorial College, founded and operated by Indians, relies on and utilizes the talents and wisdom, the past experience of the Northern Cheyenne and its reservation residents. By combining the old with the new technology the school, the board and the staff desires Lame Deer to be a well-educated and self-supporting community and Dull Knife Memorial College intends to play a major role in this effort.

Past History

Our Evolution and Growth

Dull Knife Memorial College was originally chartered in September 1975 by Tribal Ordinance as the Northern Cheyenne Indian Action Program, Inc. The purpose of this program was to "conduct a school of Adult Education within the Northern Cheyenne Reservation."

Prior to this time, a similar program was operated by the Northern Cheyenne Resource Development, Inc. (NCRD), under the name of Northern Cheyenne Indian Action Team.

The main thrust of NCRD was in vocational training, specifically oriented in the trade areas relating to the development of coal and its associated industries.

Indian Action Team was able to train and place reservation residents in jobs but was actually handicapped because it was not an integral part of the tribal organization. When I.A.T. became ineffective, the staff and students turned to the tribal council for support in building a new entity. In 1975 the tribe contracted with the Indian Technical Assistance Center (a governmental component of B.I.A.) and the Northern Cheyenne Indian Action Program was created.

A six member Board of Directors was appointed by the Tribal Council; four of the same Board of Directors still serve in that capacity, providing continuity as the program and college has developed. Many of these Board members are also members of the Tribal Council, providing the essential link between the school and the tribe.

The next goal for program growth was the desire to obtain accreditation as a community college, either as an independent or as a satellite of the state college system. Prior to this time any Indian resident desiring college courses had to leave the reservation and travel to Eastern Montana College at Billings (110 miles northwest) or Miles Community College at Miles City (110 miles northeast). Because of geographic isolation, post secondary education was a near impossibility for the Northern Cheyenne people.

In September 1976, a community-wide contest was conducted to name the college and in October 1977 the Board of Directors voted to officially change our name from Northern Cheyenne Indian Action Program to Dull Knife Memorial College. Reciprical arrangements were made with Miles Community College and Dull Knife Memorial College became a "satellite" which could provide accredited courses through the state college system.

In the winter quarter of 1978, the first academic courses were offered at Dull Knife Memorial College. The courses were taught by Dull Knife staff and qualified reservation residents who were accredited through Miles Community College. Because some 120 community people and vocational trainees enrolled in these first *five* academic courses it was evident that the college was meeting a definite need.

The next step toward the goal of comprehensive education is to provide the opportunity for Indian people to obtain an Associate Arts degree in the academic disciplines or a Vocational certificate in various skills while attending college on the reservation.

In order to accomplish these goals the school has moved toward a three session system and is scheduling classes for each quarter which meet the degree requirements of the state of Montana College system.

The staff and Board are working together with the staff of Miles Community College to develop the necessary procedures for tuition rates, registration, student scheduling and record keeping and accredidation of future instructors. Continuous growth and change are a way of life at Dull Knife Memorial College.

The Present

Here and Now

The college now operates from a single facility located at Lame Deer, Montana. Our campus consists of a large building (10,500 sq. ft.) which houses six classrooms, four shop areas and three office spaces. In FY 76/77 the Tribe applied for and received approximately one million dollars to expand our present facilities. Construction was begun immediately and it is anticipated that the school can expand into its additional facility in 1978. The addition will include warehouse space, classroom and office space, a cafeteria, future multi-purpose auditorium and school library. The new addition totals 17,000 square feet.

The vocational courses now offered include Vocational Agriculture, Building Trades, Heavy Equipment and Related Mechanics, Plumbing Trades and Welding. Approximately 75 trainees are involved in these areas. There are six experienced and accredited instructors teaching these courses with an instructor/student limit of 1 to 15. This provides an individualized and personal system of education and guidance for each trainee. Classes are limited to 15 to maintain a high-quality of training and to ensure that each trainee has direct access to the expertise of the instructor.

Trainees are paid an hourly stipend during the time they are in training and are usually placed directly in jobs when they graduate or leave the college.

On-the-job training is an important part of the program, not only to provide training in each area but to also provide many important and necessary services for tribal members who could not otherwise obtain such services. Particular emphasis is placed on services to the elderly.

All trainees are initially given classroom and shop time. The shops are equipped with modern up-to-date tools and machinery. Much emphasis is placed on safety and maintenance of equipment.

Entry requirements and admittance procedures are standardized to meet those of the state community college system. There are only two exceptions to the standardized procedures: 1) Indian preference is promoted in that Northern Cheyenne trainees are given first consideration, other Indians second and non-Indian third. No student is refused due to race, color, creed, or sex. The second exception is that we accept students with or without a high school diploma or a G.E.D. certificate. However, students without a high school diploma or G.E.D. are accepted on a provisional basis. We make provisions to test, teach and help in obtaining the G.E.D. certificate. All trainees not holding a diploma or G.E.D. certificate must obtain the G.E.D. within three months of entering the program.

Our academic students number between 50-120 and from all age groups. They come from all segments of the reservation population, and many from the various tribal organizations. Many of them have taken other college courses in various post-secondary institutions.

Class size in the academic areas tend to be higher than in the vocational field, but depending on the subject, will rarely exceed 25 students.

Tuition charges are scaled to those Miles Community and other state community colleges and all instructors hold credentials that meet the same requirements of any other college faculty.

The Future

What is yet to come

The future will see Dull Knife Memorial College campus as a model for other reservation based communities and also those rurally isolated non-Indian Communities without access to post-secondary education.

Our goal to become a fully accredited college will raise the level of community education. This, in turn, will help expand the level of the local economy, improve reservation standards and alleviate poverty.

The current planning stage included such things as expanded sports and recreation facilities, expansion of staff and course offerings and development and expansion of library facilities. Encouragement is also given for better cooperation with other tribal agencies within the reservation, provision for specialized training in teacher preparation, improvement of business skills and leadership, development of forestry services and improvement of Range Management and a host of others.

The college and it's staff is also increasingly reaching out to the communities surrounding the reservation to improve understanding of the Indian culture to foster other solutions which may aid its people. The college will continue to be involved in cooperative information sharing with other tribes of Montana in order to improve services for all Indian peoples.

Much remains to be accomplished but the future is bright for Dull Knife Memorial College.

The Reservation Community

The Northern Cheyenne Reservation consists of some 447,000 acres, located in the south-eastern section of Montana, adjacent to the Crow Indian Reservation on the west and Custer National Forest on the east. The reservation also lies within the Wolf and Little Wolf Mountains. The Tongue River provides a natural boundary to the east and many streams and fishing ponds are to be found within the area.

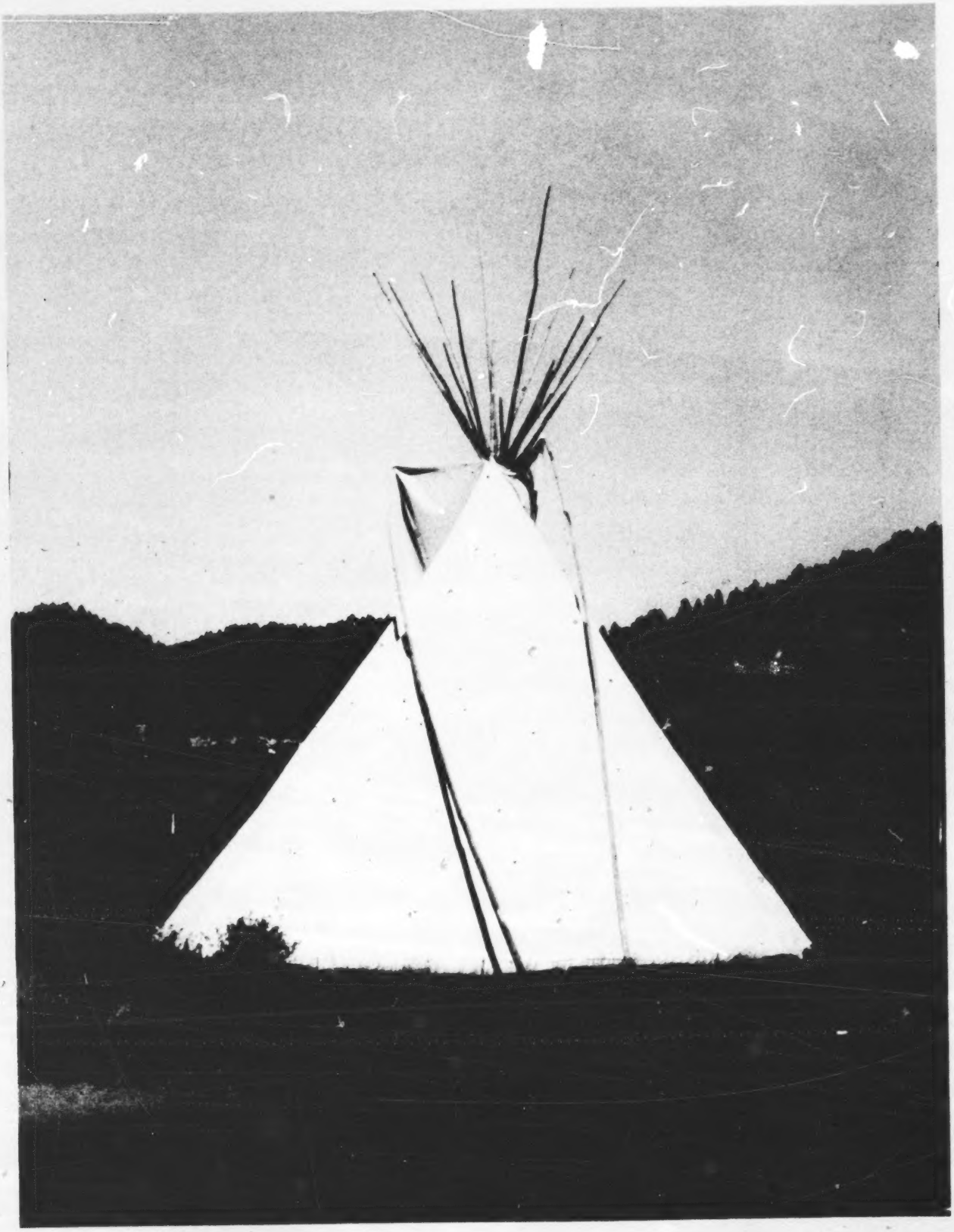
The reservation lies within Big Horn and Rosebud counties. Thye topography ranges from smooth, treeless, rolling hills to heavily wooded (Ponderosa Pine) low mountain terrain. Many of the valleys provide fertile fields for the raising of hay and some graints. Range land is utilized for grazing cattle and a new irrigation system has just been introduced utilizing water from the Tongue River to irrigate 700 acres.

There are three (3) main population centers on the reservation; one at Busby in the west (including Muddy Cluster) which has approximately 1,000 people; Ashland Mission Population approximately 600; Lame Deer (including Birney) approximately 1,900. The total reservation population ranges around 3,500. (Population census 1976).

There are three schools on the reservation, besides Dull Knife Memorial College. Busby School is a residential K-12 school run by the Tribe. Labre School at Ashland is a private school K-12, and Lame Deer Elementary School is a public school K-8 (located at Lame Deer).

The average length of winter is about six (6) months, average winter temperature ranges about 25° F, average snowfall about *40-60 inches.* The average summer temperature is approximately 75° F. The average yearly precipitation is *14-18 inches,* with most of the moisture arriving in the winter and early spring months. We are fortunate in that we experience the four (4) seasons quite vividly. The air is clear and clean, (the Northern Cheyenne Reservation received the first Class I air standard granted in Montana) also the Tribe is determined to preserve its water and air quality.

Presently there are few industries on the reservation and the tribe has entured into several enterprises to improve the economy. The Bureau of Indian Affairs Forestry division has been harvesting lumber to generate income for the tribe for many years and controls are practiced to carefully manage this resource to prevent total depletion. There is also an experimental farm owned and operated by the Tribe which is investigating improvement of agricultural methods for reservation farmers and ranchers. Dull Knife Memorial College will provide further training in all of these areas. Two tribal construction companies have been developed utilizing past trainees of Dull Knife Memorial College and these companies are meeting the Federal guidelines which require hiring certain quotas of minority workers on Federally funded construction sites.



Early History Of The Northern Cheyenne

In their very early history of the Cheyenne were an agricultural based people and dwelt north of the Great Lakes. Because of migration pressures from other tribes, the Cheyenne moved west and became a hunting society, dependant upon the buffalo for survival. The early Cheyennes led a harsh existance, often perilous, which demanded strict discipline. Because of the need for discipline to survive, the internal structure of the tribe became well organized, with many strict rules for behavior.

The Cheyenne were always a very religious people. They still observe the Sun Dance and maintain the Sacred Medicine Hat Bundle. There is still a tribal Keeper of the Hat, who is chosen for qualities of spirituality. In turn the keeper is responsible for keeping the Tribe clean and free from harm.

After the battle of the Little Big Horn and the defeat of General Custer and his army the Cheyenne were hunted down by the U.S. calvary. Eventually all of the tribe surrendered or were captured. One of the chiefs, Dull Knife, voluntarily surrendered to McKenzie in 1877. His band was one of the last groups to surrender. All of the tribe was then in captivity and were moved to Oklahoma to a location which was overcrowded and inadequate for living.

Starvation and sickness made Dull Knife and his band decise to leave that terrible situation and return to their land in the north. Some of the tribe decided to stay but a group of about 300 began their homeward trek in August of 1878. They were pursued immediately by the Army. Those generals in charge thought it would be a simple matter to round up the small group of Cheyenne, mostly women and children, and return them to the reservation in Oklahoma. Eventually nearly 12,000 troops were sent out to recapture the band, but the band divided into two groups. Dull Knife led one group, Little Wolf led the other. They thought that the division would increase the chances of at least some of them surviving the journey here. In late October, Dull Knife's band was captured by troops just out of For Robinson, Nebraska. They were held at Fort Robinson in drafty, unheated barracks. They were not given any blankets or clothing and received only the barest of survival rations. Word came in late December that they were to be returned to Oklahoma. The Cheyenne remained firm, they would not return to the south and sure death. All rations were then cut off. After five days, the desperate Cheyennes, mostly women and children, broke out. Most were gunned down, others were tracked and shot down. As a result, very few escaped. The press soon learned of the Fort Robinson incident and due to the bad publicity attached to the Army, they halted the round up of the remaining Cheyenne.

In 1884, President Arthur approved the decision to let the Northern Cheyenne remain in their northern homeland. By executive order the reservation was established setting aside 271,000 acres for the Cheyenne tribe. In 1900, President McKinley expanded the reservation, eastward, to the Tongue River, thus completing the reservation of 447,000 acres which is now the Northern Cheyenne homeland.

The Cheyenne people have obviously developed strong ties with their present land. Because of the history of suffering and the reality of what they have attained today the Cheyenne have a feeling for this land. They believe they paid for this reservation with much blood and suffering. It is the only piece of land they'll ever possess. There is no other place for them to go.

The area provides many scenic and recreation areas for its residents and visitors. There is a Buffalo preserve on the Divide (a mountain area east of Lame Deer). Pheasant, grouse and other wild fowl are plentiful and can be hunted by Tribal members only. Nearby off-reservation areas provide the hunter with deer and antelope. Many ski areas are in adjacent locations and cross-country skiing and snowmobiling are popular local sports. Boaters flock to Yellowtail dam some 75 miles west and there are many natural campsites and trails for the backpacker, on and off reservation (Tribal permission must be obtained for their use).

The roads are paved and kept plowed and accessible through almost all of the winter season; state hi-way 212 runs through the heart of the area and is heavily used as an east/west shortcut by interstate truckers, campers, hunters and tourists.

Academic Programs

At the present time the majority of our academic courses are accredited through Miles Community College. Our campus here at Dull Knife Memorial College is considered a satellite campus of Miles City Community College.

If a student plans to seek a degree or certificate at Dull Knife Memorial College through Miles Community College the Admittance procedures, tuition and degrees offered are the same in both college catalogs.

How to be admitted to Miles Community College through Dull Knife Memorial College.

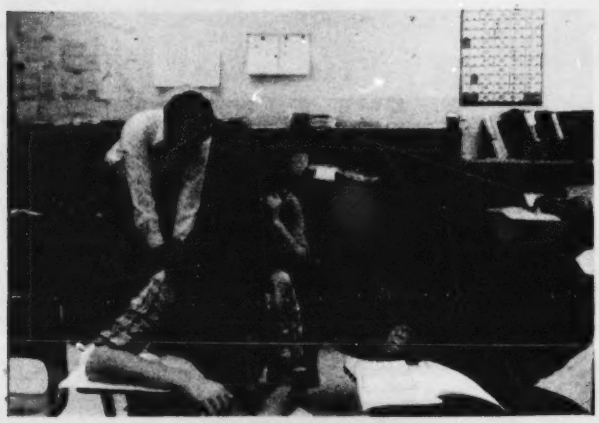
- If you plan to earn a degree or certificate, or if you enroll for eight (8) or more credits in any one quarter, you must complete the Montana Application Form and send it to the College. You should also have your high school transcripts or G.E.D. Test scores sent to the College if you have earned either of these. Students who have attended college or university should have a transcript of their previous work sent to Miles Community College so that they may receive appropriate credit for past work, and to aid in counseling.
- If you do not plan to earn a degree or certificate, or enroll for seven (7) or fewer credits at Miles Community College you need only register for each class you take.

Classification of Students

Full-time -- Students enrolled for 12 or more credit hours.
Part-time — Students enrolled for fewer than 12 credits.
Freshman — Students having fewer than 45 total credits.
Sophomore — Students having 45 or more total credits.

ACT Test Suggestions

The Act Test is recommended for all students admitted to the College. The Act Test is used as a guide in Counseling and is not required for admission, except for the Nursing Program. Many universities require the ACT Test and students should consider taking the Test before they transfer.



Degrees Offered

The Program of instruction at Miles Community College is divided into three general classifications:

1. **Associate in Arts Degree**
   A two-year degree program for those students whose educational or professional goals will require them to transfer to a four-year college for completion of their preparation and training. The required courses for an Associate Degree are in most instances quite similar, regardless of the major field or professional training course being pursued. It is generally recognized that basic knowledge and proficiency in a broad scope of subject matter (English, Social Science, Math Science, etc.) is an essential prerequisite to specialization in almost every field. Miles Community College offers Associate Degree course work in LIBERAL ARTS and a wide range of PRE-PROFESSIONAL programs leading to the Bachelor's Degree at major college and universities.

2. **Associate in Applied Science Degree**
   Students who satisfactorily complete Two-Year Vocational-Technical programs (including Business and Secretarial Science) will be awarded an Associate Degree in Applied Sciences. If desired, students in Vo-Tech programs may qualify for an A.A. Degree by carrying a sufficient number of appropriate liberal arts credits in addition to their Vo-Tech courses.

3. **Certificates**
   Certificate programs are for students who elect to acquire an occupational skill by enrolling in specific training courses which total less than two full years (90 credit hours). At the present time we offer certificates for Builders, Plumbing, Welding, Heavy Equipment and Related Mechanics, and Vocational Agriculture.

Associate in Arts Degree Programs

The following LIBERAL ARTS and PRE-PROFESSIONAL curricula are examples of those available to student of Miles Community College. **Students should consult their registration advisor to determine the exact courses they should take for the program in order to qualify for the four-year college in which they will later transfer.**

- Agriculture
- Art
- Business Administration
- Education
  - Elementary
  - Secondary
- Engineering
- Fish and Wildlife
- Theatre Arts
- History-Political Science
- Home Economics
- Law
- Medical Sciences
- Music
- Physical Therapy
- Psychology
- Sociology
- Social WorkForestry
- General Studies

From time to time we may find it necessary to enter into agreements with other institutions within the state for programs or upper division courses. Cooperative agreements may be worked out with Dawson Community College, Eastern Montana College, Rocky Mountain College, Montana State University, and University of Montana.

Tuition, fees and course offerings will be announced at the time the course is offered.

Expenses

All tuition, fees, and deposits must be paid at registration. Where exceptional circumstances warrant, payment of these expenses may be made by regular installment; but in all such cases a binding contractual agreement must be on file before student will be permitted to register for classes.

The fees listed below are those currently in effect as of Fall Quarter, 1976.

Tuition: 8 or more credits.	**Per Quarter**
In District	$ 60.00
Out of District	100.00
Out of State	200.00

Tuition: 7 or fewer credits	**Per Credit Hour**
In District	$ 8.00
Out of District	10.00
Out of State	20.00

Auditing Fees

Auditing fees are the same as those which apply to courses taken for credit.

Refund of Tuition

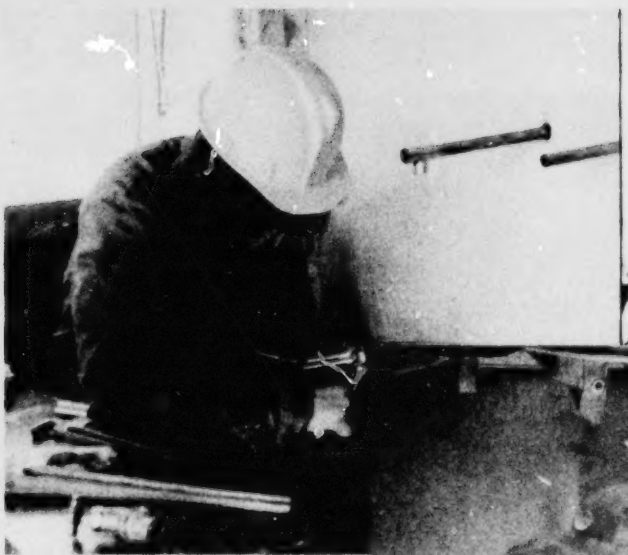
Students who are granted permission to withdraw from the College after completing registration will be given a tuition refund according to the following schedule:

Before attending any class	100 percent
During the first week of the quarter	80 per cent
During the second week of the quarter	60 per cent
During the third week of the quarter	40 per cent
After the third week of the quarter	No Refund

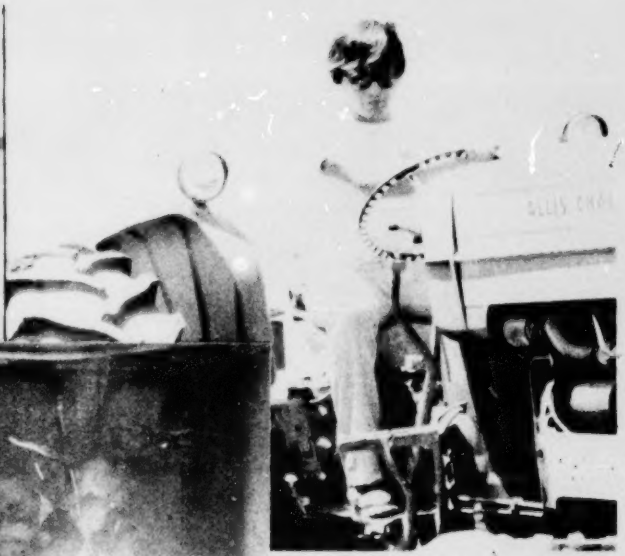
A refund of tuition is made only when a student makes an official withdrawal from the College at the business office. No refund is given when students reduce their class or credit loads after the 1st week of the quarter.

Students whose tutition and fees are being paid under a contractual agreement are required to make full payment on their contract, less the percent of refund indicated above.

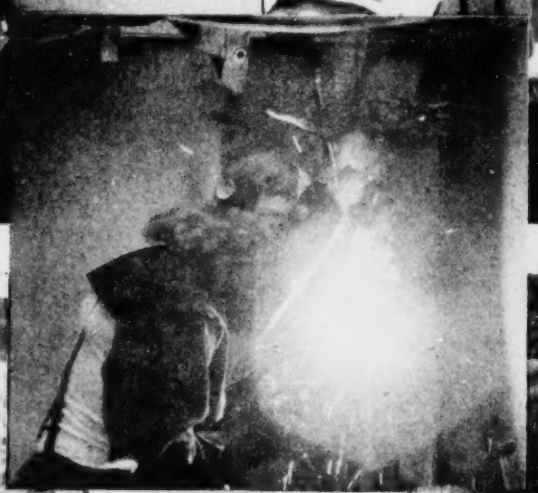
Vocational programs



PLUMBING



VO-AGRICULTURE



WELDING

HEAVY EQUIPMENT

BUILDING TRADES

Vocational Agriculture

The Vocational Agriculture program, implemented in 1977, was designed to give the student a broad background in crop and livestock production since agriculture is considered by the Northern Cheyenne Tribe as the primary industry on the reservation deserving further development.

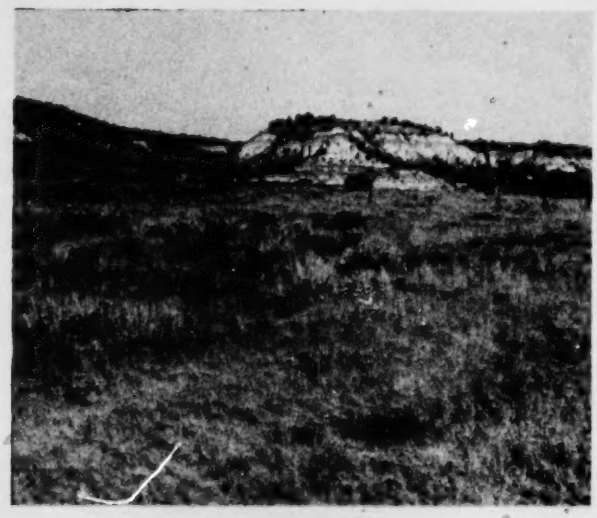
The program stresses a curriculum that coincides with actual farming and ranching methods most generally practiced by Northern Cheyenne livestock growers and farmers with emphasis on incorporation of new and improved ranching and farming methods.

Four basic courses are included in the curriculum. They are: Plant Science which includes an introduction to plant science, soils, forage identification, crop production, range management and agricultural chamicals; Animal Science which includes introduction to animal science, animal selection, animal nutrition, animal health, beef production, horse management and introduction to swine, poultry and dairy cattle production; Agricultural mechanics which includes basic arc and oxy acetylene welding, farm equipment operation and maintenance. Additionally a course in ranch construction is also included in the program, and Related Skills which includes basic math, vocational math, and agricultural records.

In an effort to become somewhat self-sufficient, the vo-ag program has begun to develop a model farm which consists of approximately 360 acres of leased land. Of the 360 acres, 100 acres is farm land. The plan is to produce and sell seed gain. Eventually livestock, livestock facilities, shop/classroom facilities and grain storage will be added to further compliment the program.

L - Leonard Gray and Elwood Evans perform castration procedures on a piglet as part of their livestock management training.

BL-and-BR-illustrate the success of the experimental farm at Dull Knife. These frames show a before and after picture. Pictured are Elwood Evans and Wilbur Spang.



Heavy Equipment & Related Mechanics

The objective of this program is to provide the student with all the skills needed to make the student employable as a Heavy Equipment Operator. In order to accomplish these objectives, several courses have been included in the program. They include orientation into the duties and responsibilities of the Heavy Equipment Operator, safety awareness, driver education, technical skills including basic math, vocational math, surveying, blueprint reading, estimating earthwork quantities and machine operating costs.

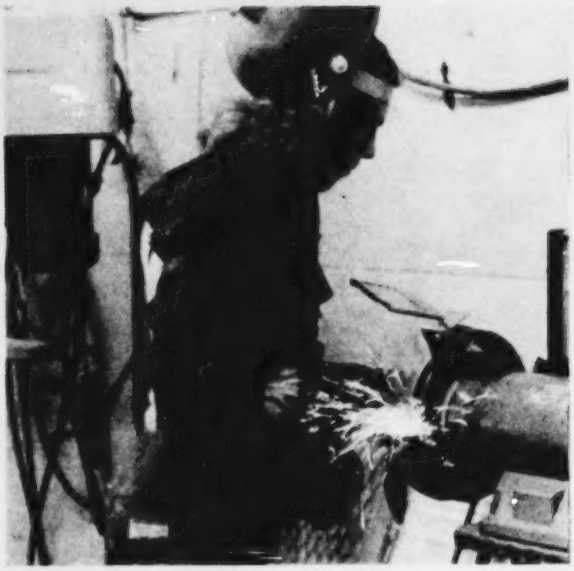
Special emphasis is placed on nomenclature of crawler tractors, motor patrols, front end loaders, backhoes and truck mounted cranes. Also the importance of preventative maintenance is particularly stressed in order to fully acquaint the student with the equipment he or she is operating.

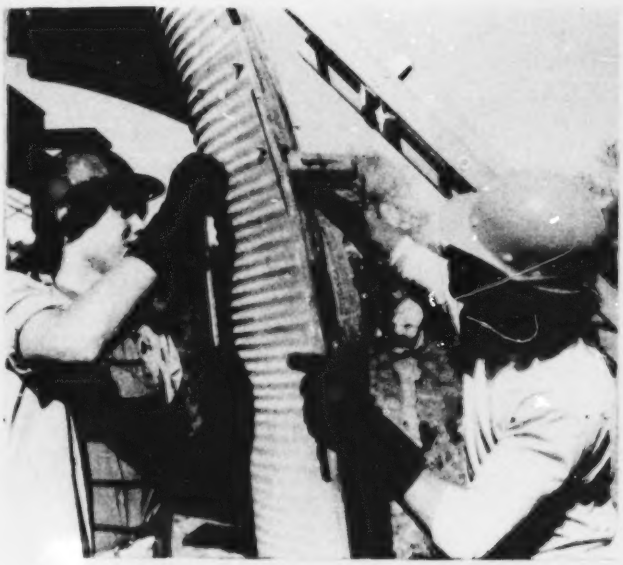
Training also includes field work in the areas of general auto repair and heavy equipment maintenance. Some general projects, in service to the Northern Cheyenne reservation, include snow removal and road graveling.

AL-BIA explosive expert instructs Calvin Brady and Assistant Instructor Bob Bixby in Powdermonkey techniques.

AR-Instructor Buell Robinson aids Lynn Harris and John Guthier in trouble shooting engine problems.

L-Student train using equipment that they will be using in their actual chosen Vo-Ed field.





Welding

The goal of the welding program is to teach the necessary welding skills for certification in the general construction trades. The welding training program is divided into two phases of approximately six (6) months duration. During phase one, he or she will be taught the basic safety rules and other technial information pertinent to the use of oxy-acetylene and arc welding equipment. The student is taught the manipulative procedures used in arc welding and cutting and oxy-acetylene welding and cutting. The student must also become proficient in his/her use of basic math, vocational math and blueprint reading.

Having mastered the above mentioned skills, the student is now ready to progress into phase two.

In phase two, the student begins study of advance pipe welding, MIG welding, TIG welding, hard surfacing, brazing, air arc, machine cutting and cast iron welding and brazing. In addition, sheet metal and structural layout, fitting and forming, shop economics and cost estimating have been included in the curriculum.

In an effort to become self-sufficient, the welding program began expanding its facilities constructing a 40' X 60' shop which will house heavy metal handling equipment needed to fabricate items such as cattle guards and items needed by construction companies operating on or near the reservation. Employees will most likely be graduates of the welding program.

AL-Trainee Ronnie Burns resharpens tools used in Arc Welding.

AR-Randy Harris and Benji Bahr take part in construction of Welding Class Storage Building.

BL-John Demaray performs some welding for a member of the community as a part of on-the-job training.

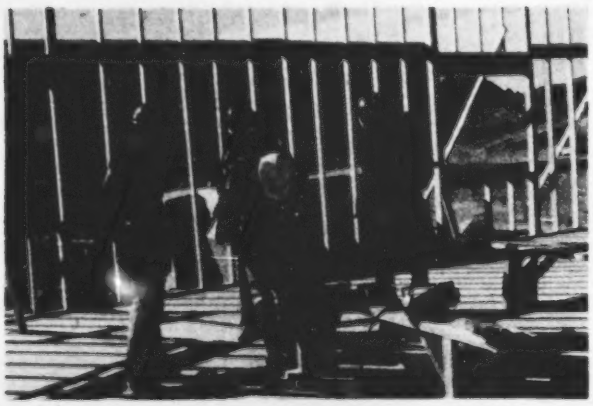
Building Trades

The goal of the carpentry program is to make the student employable in the building trades especially in the areas of remodeling and construction of homes.

An attempt is made to reach the stated goal by teaching fundamental carpentry techniques and methods. The student is taught identification, care, and safe use of hand and power tools common to the carpentry profession. The student is taught construction methods needed to build forms for concrete footings, foundations, slabs and steps. In addition, he/she is taught how to calculate and place concrete. The trainee becomes familiar with ballon type framing, western type framing, plank and bean type framing, roof framing and proper application of plywood and masonite sheathing. Application of wood, asphalt and mineral roofing material is also stressed. Installation of doors and windows is taught as a basic skill. Interior framing and stairwork is also emphasized.

Technical courses include basic math, vocational math, blueprint reading, building codes, drafting and estimating lumber and other material are an integral part of the basic carpentry program.

The students participate in amny remodelling jobs on the reservation especially in the Home Improvement Program which zeros in on elderly persons on fixed incomes. Also, the builders program has constructed several heavy timber bridges and is currently involved with construction of more bridges.



AL-Orville Two Bulls, Lexi Donnafield and Christine Tall White Man construct a perimeter fence around Dull Knife Memorial College.

A-Instructor, Jim Roberts aids student in surveying techniques.

L-As a part of On-The-Job Training, students take part in building construction.

Plumbing

The goal of the plumbing program is to train apprentice plumbers employable in the plumbing trade.

During orientation he/she is made aware of the general duties and responsibilities of plumbing profession and given a thorough course in safety and accident prevention.

The student will learn to recognize, care for and use hand and power tools common to the plumbing trade. The trainee will study various water supply systems including cold water supply and storage, hot water supply and storate and rural water supply.

Plumbing students are required to take basic math, vocational math, blueprint reading, drafting, cost estimating and codebook interpretation.

Other skills basic to the plumbing trade such as knowledge relative to drainage, waste, and vent piping, sanitary pipe joining, valve and flow control and mechanical pipe joining. He or she will be able to recognize, install, and repair residential plumbing fixtures. Additionally students will get some exposure to steam and hydronic heating systems.

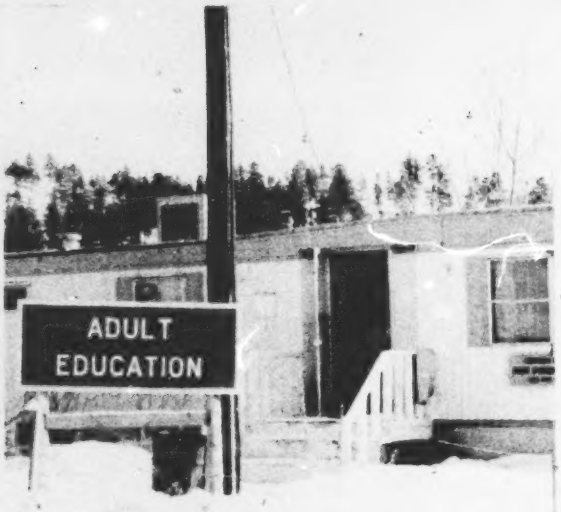
The students will be required to work on several OJT projects involving repair and maintenance of residential plumbing systems especially in homes owned by the elderly.

AL-Charles Evans installs plumbing for resident of Lame Deer.

AR-Wendell Roundstone and Assistant mek repairs on damaged City sewer lines.

L-Steve Brady takes some measurements on installation of sink plumbing.

Northern Cheyenne Adult Education Program



CLASSES OFFERED: G.E.D. preparatory Program

1. English
2. Social Studies
3. Science
4. Literature
5. Math

CLASSES OFFERED: Adult Basic Education

1. Reading
2. Math
3. Language Arts

Classes are held four (4) days a week on: Monday, Tuesday, Wednesday and Friday, from 8:00 a.m. to 4:30 p.m. Thursday is test day. Each student who enters the program is pre-tested to find out what areas they need to study. Instruction is on an individualized basis. Each student works at their own pace. Books and materials are furnished by the program which is funded under Title IV Part C of the Indian Education Act.

The program is open to all interested individuals on the reservation who are in need of adult education services.

Other classes offered to trainees enrolled in the vocation program are:

Driver's Education	Vocational Math
Blueprint Reading	Life Skills Ed

Education

The primary goal of the Adult Basic Education (ABE) Program is to help people obtain a General Education Development (GED) certificate. The ABE and GED Programs provide tutoring and testing in language arts, spelling, reading and math.

The Life Skills component of the Adult Education Program is an attempt to provide students with a workable program in motivational, social and vocational preparation. Some specific areas covered include occupational knowledge, consumer economics, government and law, community resources and health.

The driver's education, blueprint reading and math components of the program coincides with the vocational education curriculum presently being used by Dull Knife Memorial College (N.C.I.A.P.). In addition to supporting vocational education programs, the math component is used to support the academic program at Dull Knife Memorial College.

G.E.D. Testing Information

1. Minimum Age - Applicants must be eighteen (18) years of age before they may take the G.E.D. tests.
2. Waiting period for retesting - a one month waiting period is required befoer applicants may retake the G.E.D. tests. A waiting period of three (3) months is required for a second retest failure.
3. Issuance of Equivalency Certificates - All applications for Montana High School Equivalency Certificate are processed in the Office of Public Instruction, and all equivalency certificates are issued by the Superintendent of Public Instruction. Applicants will be advised of their results by mail, and certificates will be forwarded to those who successfully compete the G.E.D. tests.

Description of The Tests

The G.E.D. tests include five component tests designed to indicate the extent to which a high school non-graduate has secured the equivalent of a general, non-technical, high school education. Completion of all five tests generally requires from eight to ten hours. A brief synopsis of the test follows:

Test 1 — Correctness and Effectiveness of Expression.
This test emphasizes utilizing correct spelling, punctuation, capitalization and grammer, choosing apt words and phrases and expressing ideas in clear, well-balanced sentences.

Test 2 — Interpretation of Reading Materials in the Social Studies.
This test measures ability to comprehend and evaluate social, political, economic and cultural issues; it measures indirectly the candidates general information in social studies.

Test 3 — Interpretation of Reading Materials in the Natural Sciences.
This test emphasizes logical reasoning, scientific vocabulary and the ability to pay close attention to detail, demanding certain background information about important scientific topics, laws, generalizations and developments.

Test 4 — Interpretation of Literary Materials.
This examination based on prose and poetry selections from world literature, tests ability to comprehend and interpret figures of speech, sentence structure and word meaning and to recognize mood and purpose.

Test 5 — General Mathematics Ability.
This test measures ability in solving practical problems concerning life insurance, installment buying, taxes, investments, it includes algebra and geometry.

R-Project Director Doreen Pond and Adult Ed Director Lynda Limberhand are pictured with some of the many recipients of the G.E.D Diploma through Dull Knife Memorial College Adult Ed Program.

L-Instructor, Bob Borberg aids Alfreda Morsette in establishing monthly budget records.

Life Skills

Life Skills is divided into two classes. The first Life Skills class deals with learning to budget one's money, how to spend money wisely, making resumes, filling out job applications, finding a job, types of credit, types of insurance, and how to be an informed citizen.

Several students registered to vote this spring. Different types of elections were discussed along with a comparison of different governmental systems. An income tax workshop was held this year to help anyone with their income tax returns. Two workbooks are used in Life Skills I and a worksheet covering each book must be completed by the students to obtain credit for completion of the course. Students are also encouraged to read newspapers, magazines, and to watch the news on television.

The second life skills class is designed for students who have completed the first course. In Life Skills II students visit different community organizations. The students visited senior citizens home, the baseball park, the city park, and then wrote a summary of their visits. In conjunction with the field trips, movies, filmstrips, and discussions the students must complete two worksheets concerning two book reports fulfill the requirements of the course.

R-Bob Borberg instructs students in income tax return methodology.

Drivers Ed.

The basic goal of drivers Education is to prepare the trainees for their Montana Chauffeurs examination. Trainees are instructed in both areas for the test, that is, actual driving experience and help in learning the written material.

The written portion of the chauffeurs test usually consists of fourty questions covering Montana laws, road signs, and decisions to be made about driving situations. All of the possible questions have been put on 3" x 5" cards with the answer on the reverse side. Trainees go through the cards until they can get all 95 cards correct. Several sheets with different road signs are given the students who then write in the meaning of the sign. Nine trainees have passed the examination this year.

The driving portion of the test is generally simple for most trainees since most of them already have cars and considerable driving experience. There are some trainees, however, who have little or no driving experience. The program does provide a vehicle and two days a week the trainees and instructor make excursions through the reservation. Safe driving habits are emphasized at all times in order that the trainee will learn to drive in a conscientious manner.

L-Instructor Bob Borberg introduces John Tall Whiteman to the "Rules of the Road".

BL-Bob Borberg tries to clear up any misgivings about Montana State Drivers Safety.

B-All instruction material is taken from the Montana State Drivers Manual.

Blueprint Reading for Builders and Plumbers

Building Trades Blueprint Reading is designed to give plumbers and builders a general understanding of the information found in Blueprints. Information found on the blueprints is concerned with elevation drawings, floor plans, symbols and notations used on floor plans, scaling and dimensioning practices, structural information, detail drawing, plot plans and trade information.

Blueprint reading has proven to be a motivation building course, After every chapter or two there is a trade competency test. Each student must obtain a score of 70 percent before going onto the next chapter. The tests begin rather simply and progressively get harder as the course progresses. At the time of this printing there have been five trainees who have finished. Five more students are almost finished.

Proficiency in reading blueprints is a valuable asset to anyone entering the construction trades and therefor is a meaningful part of the curriculum for plumbers and builders. In addition to learning to read blueprints for structural information, the course builds the trainees reading ability and math ability.

L-Instructor Bob Borberg aids Mike McMaken in Reading Floor Plan.

BL-Instructional material is kept thorough and current.

B-Bob Borberg assists Nelson Grandchamp in the dimensioning of floor plans.

L-Fredrick BlackWolf takes great care in translating Blue Print symbols to their correct meanings.

Blueprint Reading for Welders

It has long been recognized that the skilled welder is not only competent in the manipulative skills of his trade, but must be equally competent in his ability to interpret the trade drawings which describe the work he must accomplish.

Blueprint Reading for Welders is concerned with the basic fundamentals of drawing and interpretation as applied in the welding trade. Topics covered include basic lines and views, dimensions, notes and specifications, structural shapes, sections and detail and assembly drawings. Additionally, welding symbols and their significance are also included.

L-Students take part in some drafting in order to fully understand the basics of Blue Print Reading.

SPECIAL PROGRAMS

CETA Business Occupations Program

The birth of the CETA Business Occupations Program was initiated because of the increasing demand for skilled clerical personnel. The number of federally funded tribal programs were increasing rapidly along with an increase in private business ventures.

The primary goal of the CETA Business Occupations Program was to raise trainee skills level to a degree which would make them employable. Thus, completion of the entire program was not necessary nor mandatory. The program operated on the open-entry/open-exit concept offering three levels of training: acquisition of basic office skills; improvement of existing skills; and acquisition of new skills to facilitate job advancement.

The program curriculum was designed to cover the following related occupational areas: general secretary, clerk-stenographer, clerk-typist, general bookkeeper, file clerk and general office clerk.

Actual curriculum delivery was divided into two major areas: bookkeeping and secretarial disciplines. The secretarial portion concentrated on typing, shorthand, general office procedures, machine transcription and filing. The accounting section core included bookkeeping, business math, business english, business law and business machines.

In addition to day classes, evening classes were offered to persons not able to take time during their working hours to attend classes.

The curriculum was designed so that instruction could be on an individualized basis. All instructors received assistance from Miles Community College curriculum development specialist in preparing and implementing certifiable curriculums. Thus, all trainees received college credits for completion of a specified amount of work.

The first funding period began in April of 1976 and ended in December of 1976. The second funding period began in January of 1977 and ended in September of 1977. Due to a shortage of CETA funds the program has been dropped but it is anticipated that the program will be revived and offered as a regular part of the Indian Action Program and Dull Knife Memorial College.

Jonita Harris tries to increase her typing dictation ability.

Instructor Ella Miller points out typing instructions to one of the typing trainees.

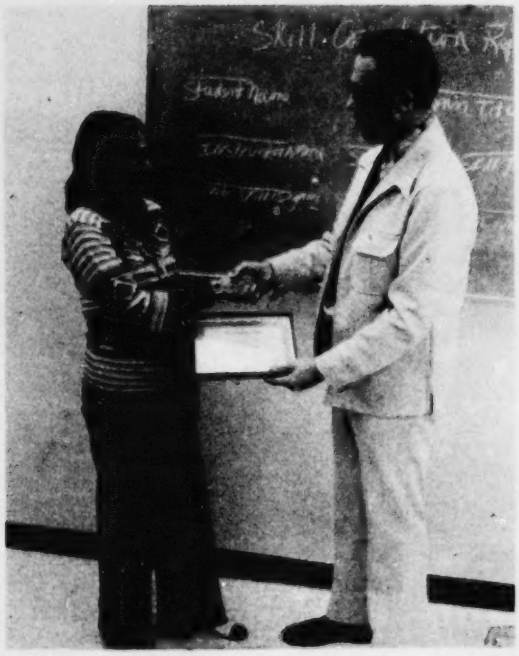
TITLE III

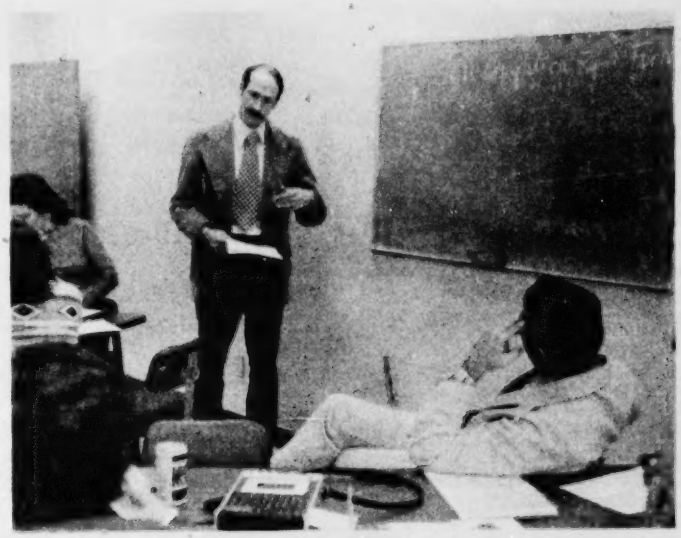
(Teacher and Curriculum Certification, School Accreditation)

Under the Title III Act, the Northern Cheyenne Indian Action Program and Miles Community College implemented an upgrading scheme for the instructional staff, administrative staff and program curriculum. The thrust of the plan was to qualify Indian Action Program instructors and their programs along Miles Community College vocational educational guidelines, certify Indian Action Program instructors under the state vocational education parameters, and to seek accreditation of the Indian Action Pogram as a Montana Institute of Higher Education.

In order to qualify for the Miles Community College certificate, Indian Action Program instructors spent four (4) hours per week for one(1) year with a member of the Miles Community College Internal Design Team preparing course outlines. As a result the Plumbing, Carpentry, Vo-Ag, Heavy Equipment and Related Mechanics and Welding Instructors have all recieved their Miles Community College teaching certificates.

To meet the state Vo-Ed standards, several vocationally oriented instructional courses were taught to the Indian Action Program instructional staff by Northern Montana College.





A-Ella Miller, one of many recipients, receives her Teacher Certification from Dr. Judd Flowers.

AR-Professor Steve Maier explains about the paperwork involved in Student Skill Completion.

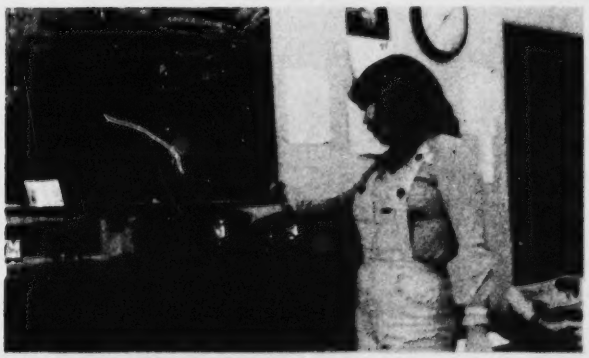
R-Dr. Judd Flowers goes over the Vocational Education guidelines.

—30—

High School Student Program
(Student Participation)

At the start of the school year 1977-78, a new program was added at Dull Knife. There were two classes of 5 students each, comprised of High School Students from Labre Indian School at Ashland. One day each week, for 2 hours during the school year, these students were taught the fundamentals of the Welding and Plumbing Trades. Each student received a required high school credit if they finished the program.

Most student participants were very receptive and put forth enthusiastic effort. It is planned to make this an ongoing program.



Clockwise - Tommy Robinson - Plumber, Horace Small Jr. - Welder, Lou Mary Hogan - Plumber, Monty Rowland - Welder, Count Robinson - Welder.

Photojournalism

This is a newly offered course at Dull Knife Memorial College. It is a non-credit course with the participants giving their time on a voluntary basis. The basic goals are to aquaint the student with photographic techniques, dark room technology and general layout work. Participants of the course also do photographic work for the college and community.

The photo-lab at Dull Knife Memorial College is fully equipped to undertake almost all phases of black and white photographic work.

A-Photographic consultant Dave Bristow inspects material published in this report.

L-Doug Parker, Photography Instructor, makes sure negative file is in order.

Alcohol and Drug Abuse Seminar

An Alcohol and Drug Abuse Seminar was sponsored by Dull Knife Memorial College because of the high absentee and drop out rate in Reservation and school programs. them. Such Seminars relate to and touch upon the lives of most Reservation people. It is our hope that by being made aware of how Alcohol and Drugs affect those addicted, including their relatives, friends and employers, conditions as they now exist will improve.

At this time one cannot judge what impact the Seminar had upon those who participated, or those associated with the participants but if one can find hope in numbers, the Seminar was a success and was well attended.

Heating and Cooling Systems Workshop

This workshop was designed to upgrade the Northern Cheyenne Housing Improvement and Assistance Project's, ability to be more self-sufficient in maintaining repairing, and understanding the coal fired stokermatic space heaters installed in various homes throughout the Northern Cheyenne Reservation. Also, to become more responsive to the people in terms of obtaining a knowledgeable person to attack the problem as soon as possible. During the winter months furnace repair is of the utmost improtance, as the freezing temperatures may freeze a water line and cause breakage and if water line breakage occurs inside a house the water leakage may cause major floor damage which would be costly to repair.

Since the workshop in December of 1977, the Northern Cheyenne Housing Improvement and Assistance project has been doing its own maintenance trouble shooting for the residents of the reservation, rather than reffering to off reservation assistance in technical problems.

The workshop was open to all interested parties.

Auxiliary Services

Vocational Education Guidance Counseling Program

To meet the needs of the students, teachers and administrators at Dull Knife, a personal and career counseling program has been designed. The counselor must maintain records, collect data, write reports and conduct general correspondence related to Vocational Education. The following is a brief outline of the objectives of the counseling program.

a. Appreciations and Attitudes
   1. Understand the tasks required within chosen job cluster and develop the specific skills needed.

b. Self Awareness
   1. Understand the rights and responsibilities of the individual at home and school.
   2. Be aware of the capabilities and limitations of individuals.
   3. Build reality awareness preception of "where I am, compared to where I want to be."
   4. Function within career decisions as a self sufficient, happy citizen.

c. Decision making
   1. Become aware of causes and effect in making decisions.
   2. Realize the need for goals in life style decisions.
   3. Be aware that career decisions are flexible at the expense of time, effort, and money.

L-Guidance Counselor, Jennie Parker, discusses future prospects with Wanda Spear.

Career Development and Job Placement

The college works closely with the Tribal organization specifically designated to handle this area and students have direct access to these services because of this cooperative situation. Some of the services include application for tuition, scholarships and placement at the four year universities.

Intra-Mural Sports

The college and its students are actively involved in basketball, softball, and volleyball. Dull Knife Memorial College also sponsors the annual Invitational Basketball Tournament which draws Indian teams from all over the state of Montana. Many students are also involved in rodeo and horsemanship. The heritage of the tribe is one which has always been tied to horsemanship and it is natural to find this interest supported through the college.

T-Lto R Althea Spang, Jan Spang, Sharlene Parker, Janelle Jensen, Jocelyn Spang, Pam Beartusk, Leah Lonebear.
B-L to R Christine Tall Whiteman, Roberta Foote, Doreen Pond, Patsy Tall Bull, Cheryl Klemp.

R-Players warm up for another grueling game.

Student Council

The Student Council at Dull Knife Memorial College performs many functions. Besides sponsoring the Men's and Women's Softball teams, they also sponsor the Boys Basketball Team, along with holding bake sales, raffles and other fund raising activities to support the Student Activity Fund. Faculty and Student dinners are also sponsored by the Student Activity Fund.

The student Council acts as a Grievance Committee for the Students, helping to resolve minor problems that arise.

DONALD BISHOP - Sponsor

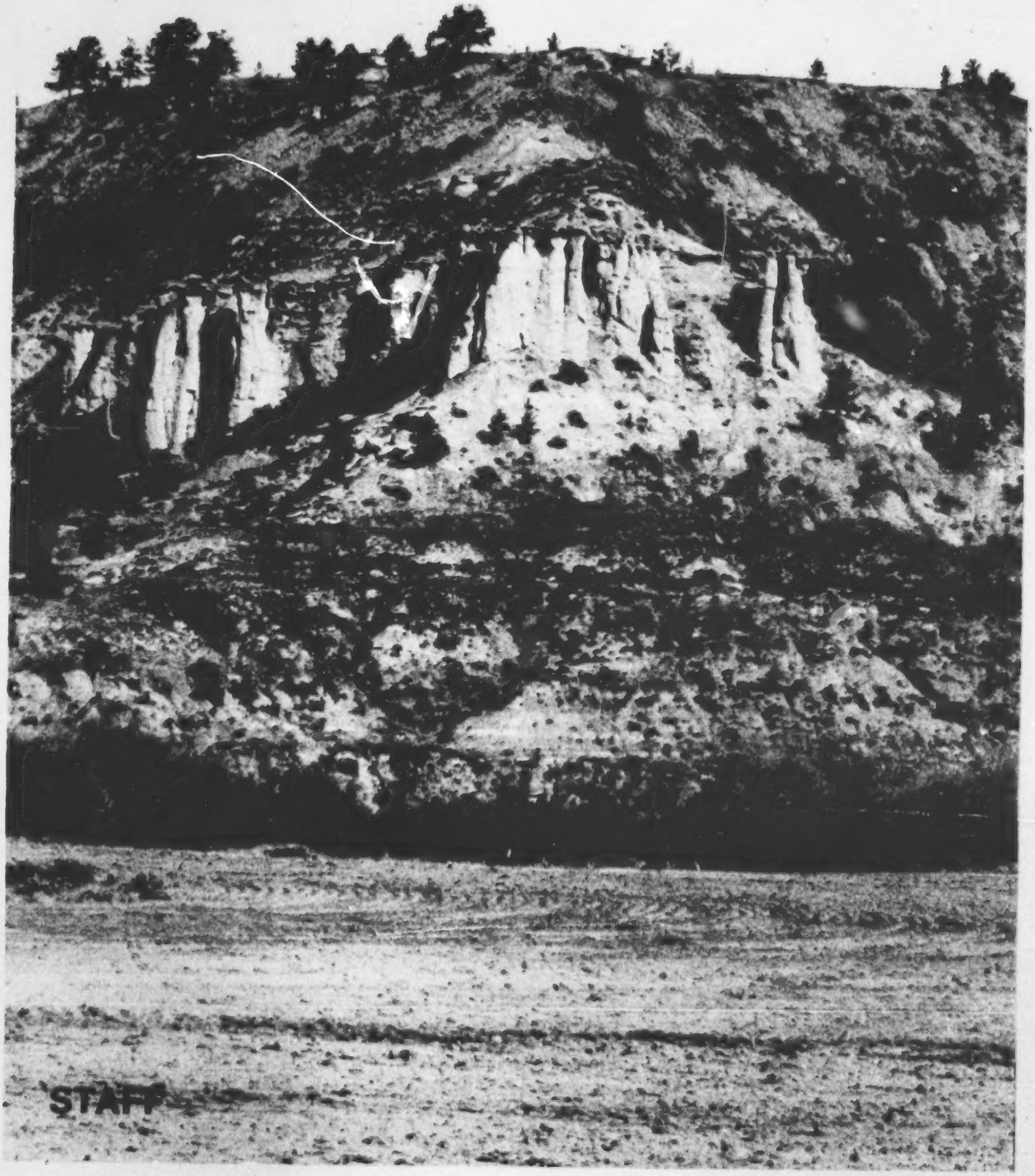
STEVE BRADY - President

NELSON GRANDCHAMP - Vice-President

SECRETARY - Lexi Donnafield

TREASURER - Sam Americanhorse

CLASS REPS.
Leslie Baker
Lrs Rockroads
Christine Tall White Man
Kenneth Two Moons


STAFF

ADMINISTRATIVE STAFF

DOREEN POND - Project Director

ERMA SPANG - Property and Supply Clerk

RHONDA GLENMORE - Accountant

FRANCES ELLIOTT - Registrar - Secretary

MARIAN SIOUX - Bookkeeper

NITA ONEBEAR - Receptionist

DANIEL OLDBULL - Janitor

VO-ED DEPARTMENT

HEADS & THEIR STAFF

DOUG PARKER - Instructor-Vo. Ag.

DONALD CLAWSON - Instructor-Welding

LAWRENCE NEISS - Assistant Instructor-Welding

JAMES ROBERTS - Instructor-Carpentry-Building

DONALD BISHOP - Instructor-Plumbing

BUELL ROBINSON - Instructor-Heavy Equipment

ROBERT BIXBY - Assistant Instructor-Heavy Equip

ADULT ED. STAFF

LYNDA LIMBERHAND - Director

DARLENE SOLDIERWOLF - Secretary

SHAHID AHMED - Instructor-Vo-Ed Math

JUANITA LONEBEAR - Tutor

ROBERT BORBERG - Instructor-Drivers Ed. Life Skills, Blueprint Reading (Builders & Plumbers)

DOUG PARKER - Instructor (Blueprint Reading for Welders)

ACADEMICS INSTRUCTORS

SUE ANN PARKER - Psychology

BARBARA BRISTOW - U.S. History, Study Skills

ROBERT BORBERG - Geography

SHAHID AHMED - Math-Intermediate Algebra Foundations in Math, Basic Math & Vocational Math.

BARBARA BRISTOW - Federal Grants

WILMA GARDNER - Secretary

PHOTO JOURNALISM
DOUG PARKER